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ABSTRACT

This study employed Office of Civil Rights enrollment data on higher education institutions to examine the relationship between segregation and the participation of blacks and whites in colleges and universities. Institutional comparisons showed that segregation was greatest in two and four year colleges where blacks had achieved the greatest enrollment gains. In graduate and professional schools where blacks were least represented, racial segregation was substantially lower. Regional comparisons indicated that segregation was highest in Southern four year colleges and graduate and professional schools. Among two year colleges, segregation was greatest in the West and Midwest. A closer examination of segregation in the South showed that when traditionally black Southern schools were not considered, segregation in the South was substantially reduced. The deletion of these institutions from the statistics, however, resulted in a drastic reduction in black enrollment figures. This finding illustrates the importance of black institutions for black student enrollment and shows the negative consequences of considering the goals of higher educational desegregation without taking minority enrollment into consideration. The policy and research implications of the study are discussed. (Author/MK)

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The STATUS OF DESEGREGATION AND BLACK-WHITE PARTICIPATION IN HIGHER EDUCATION

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The Johns Hopkins University

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Introductory Statement

The Center for Social Organization of Schools has two primary objectives: to develop a scientific knowledge of how schools affect their students, and to use this knowledge to develop better school practices and organization.

The Center works through four programs to achieve its objectives. The Studies in School Desegregation program applies the basic theories of social organization of schools to study the internal conditions of desegregated schools, the feasibility of alternative desegregation policies, and the interrelation of school desegregation with other equity issues such as housing and job desegregation. The School Organization program is currently concerned with authority-control structures, task structures, reward systems, and peer group processes in schools. It has produced a large-scale study of the effects of open schools, has developed Student Team Learning Instructional processes for teaching various subjects in elementary and secondary schools, and has produced a computerized system for school-wide attendance monitoring. The School Process and Career Development program is studying transitions from high school to post secondary institutions and the role of schooling in the development of career plans and the actualization of labor market outcomes. The Studies in Delinquency and School Environments program is examining the interaction of school environments, school experiences, and individual characteristics in relation to in-school and later-life delinquency.

This report, prepared by the Studies in School Desegregation program, examines the degree of participation of blacks and whites in higher education institutions and the degree of segregation in those institutions.

Abstract

This study employs Office of Civil Rights higher educational institutional enrollment data to examine the relationship between segregation and the participation of blacks and whites in U.S. colleges and universities. Several important observations were derived. First, institutional comparisons showed that segregation was greatest in two- and four-year colleges where blacks had achieved the greatest enrollment gains. However, in graduate and professional institutions where blacks were least represented in 1976, racial segregation between blacks and whites was substantially lower.

Our findings regarding regional comparisons showed that segregation was highest in Southern four-year colleges and graduate and professional institutions. However, among two-year colleges, segregation was much greater in the Midwest and West than in the South and Northeast. A closer examination of the status of higher educational segregation in the South showed that when the Traditionally Black Southern Institutions were not considered, segregation in the South was substantially reduced. However, a deletion of these institutions resulted in a drastic reduction in black enrollment in the South. This observation illustrates the importance of black institutions for black student enrollment. In addition, it shows the negative consequences of considering the goals of higher educational desegregation without taking minority enrollment into consideration and other important issues relevant to achieving equality of higher educational opportunity for minorities. The policy and research implications of this observation and other findings are discussed.

Introduction

Until recently, school desegregation in the U.S. was primarily a public policy and research concern at the elementary and secondary school levels (Coleman et al., 1975; Farley and Taeuber, 1974; Farley, 1975a, 1975b; Smith, 1975). However, the Supreme Court ruling in Adams (Haynes, 1978) and the recent Bakke decision have highlighted the issues of desegregation and equality of educational opportunity at the higher education level.[1] Prior to Adams and Bakke, most attention regarding blacks and whites in higher education focused on the transition of students from high school to college and their subsequent educational attainment (Portes and Wilson, 1976; Kerckhoff and Campbell, 1977; Thomas, Alexander and Eckland, 1979). Also, some studies have investigated black-white differences in the type of college attended and in institutional and major field enrollment; and the extent to which blacks and whites persist throughout higher education (Astin, 1977; Brown and Stent, 1977; Institute for the study of Educational Policy, 1976; Thomas, 1980a, 1980b; Wilson, 1979).

Following the Adams decision, educational researchers and administrators have become increasingly interested in evaluating the current conditions of desegregation and black-white participation in higher education. However, extensive controversy exists regarding both issues. One reason for the controversy is that there are unique features in higher education that make the issues of higher education and desegregation equity more complex than similar concerns at the lower levels of schooling. One such feature that has made for considerable controversy (as illustrated by Bakke) concerns the criteria for admissions of various students into higher education.

Another unique feature concerns how higher education desegregation should be accomplished, given the broad diversity of higher educational institutions. Astin (1977) noted that the presence of various public and private colleges and universities constitutes a higher education hierarchy of institutions of varying types and qualities. Apart from institutional type and quality, some higher educational institutions have been identified according to their historical significance and ethnic identity. The traditionally black colleges and universities which were specifically established to educate blacks are one such set of institutions. In the continuing Adams controversy, a major point of debate concerns the future role and existence of the traditionally black colleges given their historical significance and the court mandate to desegregate higher education. In support of their continued existence, proponents for the traditionally black colleges point to their better track record in promoting, retaining and better servicing minority students than mainstream institutions (Morris, 1979). They also maintain that black institutions should be better supported to enable them to more effectively compete with mainstream institutions in the desegregation process (Haynes, 1978). The Appellate Court, in Adams, acknowledged the position of proponents for the black colleges to some extent. The Court noted that, "the desegregation process must not place a greater burden on black institutions or on black students' opportunity to receive a quality higher education" (Haynes, 1978).

This paper uses the 1976 Office of Civil Rights (OCR) higher education institutional enrollment data to examine the status of segregation and student enrollment at various levels of higher education and in

mainstream institutions and black colleges. OCR survey data were collected bi-annually beginning in 1968 from all Federally funded higher educational institutions. Although these data do not permit an assessment of higher education admissions criteria, they do allow a simultaneous examination of the conditions of desegregation and black-white participation in higher education. We examine these statuses at various levels of higher education within various regions and in various states of the country.

Findings

Table 1 shows the percentages and ratios of black-white enrollment in higher education, and the degree to which black and white students were racially isolated or segregated at various levels of higher education in 1976 within the major regions of the country and in the nation. The statistics are based on 3,063 Federally supported colleges and

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Table 1 About Here

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universities that provided student enrollment data by race and ethnicity. Tabulations are presented for full-time students enrolled in two-year and four-year colleges and in graduate and professional institutions. The four regions represent the geographic divisions defined by the U.S. Census Bureau.

Student enrollment rates are indicated in Table 1 by the percent black and the percent white of full-time students enrolled within each region at different levels of higher education, and by the white-to-black ratio of full-time students enrolled. For example, columns 1, 3 and 5 show that 13.3 percent of the nation's two-year college students are black and 76.4 percent are white. The white-to-black enrollment ratio for two-year college students is 5.7:1.

The degree of racial isolation between blacks and whites is indicated by different measures given in Table 1. For example, means and distributions of the school racial compositions were measured from the perspective of both white and black students. The "percent black in the school attended by the average white student" shown in column 2 was calculated by assigning to each white student the percent black in his or her school, and averaging for all white students in a particular region and level of higher education. Therefore, column 2 of Table 1 shows that the average white two-year undergraduate in the nation attended a school in 1976 that was 8.9 percent black. This means that about 9 out of every 100 fellow-students encountered by the average white two-year undergraduate were black. An analogous measure from the perspective of black students, shown in column 4 of Table 1, is the "percent white in the school attended by the average black student."

A Segregation Index (S) is also provided in Table 1. This index measures the extent of racial segregation between blacks and whites standardized for the number of available blacks and whites enrolled in a particular region at a given level of higher education. The Segregation Index is based on a comparison of the actual school racial composition of the average student and the expected racial composition if the available black and white students were randomly distributed across higher educational institutions. The actual school racial composition is indicated by the measure of: (1) "the percent black in the school attended by the average white student" or (2) "the percent white in the school attended by the average black student." It can be shown that the expected values for these measures if the available blacks and whites were randomly

distributed among the schools is equal to: (1) the overall percent black enrollment, or (2) the overall percent white enrollment for the particular region and level (Becker et al., 1978). For example, column 2 of Table 1 shows that the average two-year undergraduate white student in the nation attends a school that is 8.9 percent black, while column 1 shows that under a random distribution of students we would expect the average white to attend a school that is 13.3 percent black. The combination of these two values yields a Segregation Index of 33.0 (column 6).[2] The analogous measures from the perspective of the black student are shown in columns 4 and 3, the "percent white in the school attended by the average black student," and the "percent white" at each region and level, which yield a similar Segregation Index of 33.0 (column 6).

The Segregation Index ranges in value from 0 to 100. It will have the values of 100 when the actual racial isolation of students is the same as a random allocation of the students in a region at a given level. The larger the S value, the higher the degree of segregation or racial isolation.[3] This index has several useful properties: its independence of group size, its provision of aggregate racial proportions which permit direct between group comparisons, and its equivalence to the between-group proportion of variance in race which permits decomposition of the index into analytically interesting components (Becker et al., 1978).

The segregation index values in Table 1 show important differences between levels of higher education and between regions of the country. First, black students have gained a much higher level of enrollment in undergraduate institutions (especially in two-year colleges) than in graduate and professional institutions. At the same time, undergraduate

institutions are much more racially segregated than graduate or professional schools. That is, blacks and whites are most segregated at the levels of higher education where black students have gained the highest enrollment access relative to whites. Conversely, blacks and whites are least segregated at the more advanced levels of higher education where there are fewer blacks enrolled relative to whites.

The trend of increasing white-to-black enrollment ratios and the corresponding decline in segregation as one moves up the higher educational hierarchy (e.g., two-year, to four-year; four-year to graduate and professional) is clearly shown in Table 1 at the national level and within each of the four regions of the country. For example, in the Northeast, there are 7.2 whites for every black two-year undergraduate student, 13.6 whites for every four-year undergraduate student, 20.1 whites for every black graduate student, and 21.0 whites for every black professional student.[4] The corresponding S values for the Northeast are 39.9 for two-year colleges (where S is greatest); 17.4 for four-year colleges, 4.6 for graduate institutions and 4.2 for professional institutions. Finally, the indices in Table 1 show that the segregation values in Southern four-year colleges and graduate and professional institutions are higher than the values for these institutional levels in non-Southern regions. However, at the two-year college level, segregation is highest in the Midwest (50.0) and West (30.0). The high level of segregation in the South is probably due to the perponderance of the Southern traditionally black colleges. This assumption will be examined later in the analysis.

Table 2 presents for each region, at a given level of higher education, the percentage representation of blacks and whites in institutions of varying racial compositions. Columns 2 and 4 of Table 1 reported the

percent black in the school attended by the average white and the percent

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Table 2 About Here

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white in the school attended by the average black. Table 2 extends this information by showing the range or extent of cross-racial mix experienced by the average white or average black student. For example, Table 2 shows that very few black students in four-year, graduate or professional institutions outside of the South attend schools where whites are less than 50 percent of the student body. The percentage of black students in non-Southern schools with less than fifty percent white enrollment ranges from 12.8 to 17.6 percent in four-year colleges and from 0 to 5.3 percent in graduate or professional institutions. However, in non-Southern two-year colleges, a much greater proportion of black students attend schools where whites are less than fifty percent of the student body. The comparable figures for two-year colleges in the Mid-west and West are 58.3 percent and 39.7 percent. Therefore, in the non-South, black students are less likely to encounter a large number of whites and are more likely to encounter other minority students in two-year colleges. But the reverse is true for non-Southern four-year colleges and graduate and professional institutions. This observation is consistent with the previous finding in Table 1 for non-Southern regions which showed that the degree of racial isolation and the proportion of black enrollment decreased as one moved up the higher education hierarchy.

Table 2, as did Table 1, clearly highlights the South as an exception to other regions. Here we see that the probability of blacks attending schools with fewer whites and with a predominantly minority student body is substantially higher in the South at all levels of higher education

than in any other region. This is particularly true of Southern four-year colleges and professional institutions, where 50 to 64 percent of the blacks are in instutitions where white enrollment is less than 50 percent.

Regarding whites, Table 2 shows that for all levels of higher education in every region (with the exception of Southern two-year colleges), at least 80 percent of the white students are in schools where blacks are less than 10 percent of the student body. But in two-year Southern institutions the percentage is 41.3. Table 2 also shows that less than 2 percent of white students in any institution in any region was enrolled in a school where the student body was 50 to 100 percent black. However, at least 35 percent of the black students in all regions and at all institutional levels were in a student body that was between 50 to 100 percent white. Therefore, black students were far more likely to encounter a white student in their college environment than white students were likely to encounter blacks.

Table 2, as did Table 1, also shows that there is a general decrease in the probability of interracial contact in schools in all regions as one moves up the higher education hierarchy. However, the low segregation index values at the graduate and professional levels in Table 1 present a misleading picture unless the reason for the low segregation values at these levels is taken into consideration. The reason that the segregation indices are lower at the graduate and professional levels than at the two- and four-year college level is because there are so few blacks enrolled at the graduate and professional levels. The distributions in Table 2 which show that whites are less likely to encounter blacks at these advanced levels of schooling are consistent with this explanation and help to clarify

the somewhat misleading picture presented by the segregation index values at the graduate and professional levels in Table 1. In summary, segregation or the racial isolation of blacks and whites is indeed a problem at the two- and four-year college level, where blacks are more equally represented relative to their college-aged population. However, at the graduate and professional levels, the lack of minority access is the major problem. Again, the reason for the low segregation values at the graduate and professional levels is the low rate of black enrollment at these levels.

Segregation Within States

Table 3 presents the segregation indices for the 50 states and the District of Columbia at each level of higher education. The same patterns

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Table 3 About Here

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of racial segregation by levels noted in Table 1 are also apparent at the state levels. For example, the Southern states (mostly Adams) have the highest degree of segregation at the four-year undergraduate, graduate and professional levels. In fact, the fifteen states with the highest segregation indices for four-year institutions are in the South. In addition, all the states with S values above 10 at the graduate or professional level are Southern (11 states at the graduate level and 7 states at the professional level). Among four-year colleges outside the South, only five states show index values greater than 10 (New York, Pennsylvania, Illinois, Missouri, Ohio), while 16 of the 17 Southern states have S values which are greater than 10, and in most instances greater than 40. Also, as shown in previous regional comparisons, two-year colleges are more segregated than four-year colleges in non-Southern states. However, the opposite trend exists in the Southern states.

The state level analyses also confirm the relationship between white-black enrollment and the degree of segregation across various institutions. Rank order correlations were computed between the state Segregation Indices shown in Table 3 and the white-to-black enrollment ratios for the states within each region (not presented). Only states with a black student enrollment of at least 1000 were employed in order to obtain relatively stable measures. For these states, the relationship between segregation and black enrollment was examined for Southern and non-Southern two- and four-year colleges. The results showed that states with the lowest proportion of black enrollment relative to whites tended to be the least segregated, while states with the highest proportion of black enrollment were the most segregated. The rank order correlation between state white-black enrollment ratios and state segregation indices is .80 for Southern four-year undergraduate institutions (based on the 17 states enrolling at least 1000 blacks), .71 for Southern two-year undergraduate schools (based on 15 states), .75 for non-Southern four-year undergraduate institutions (based on 19 states), and .85 for non-Southern two-year colleges (based on 16 states). There were not enough states at the graduate and professional levels with a black enrollment of 1000 or greater to permit similar calculations. There was only 1 state at the professional level, and 7 states at the graduate level.

Segregation and Black Enrollment in the South

Throughout the previous analyses, the South was found to be more segregated than any other region with respect to its four-year colleges, and graduate and professional schools. In addition, we noted that nine of the ten Adams states were Southern or border states and that most of the traditionally black institutions (TBIs) were located in the South.[5]

In fact, all but five of the 103 TBIs are located in the South and only sixteen of these are two-year institutions (Turner and Michel, 1978). Prior to the Adams mandate to desegregate higher education, all blacks obtained their higher education from the traditionally black institutions. It has been estimated that these institutions award approximately 69 percent of all bachelor degrees earned by blacks, despite their enrollment of only 43 percent of black college students (Mingle, 1978).

We assumed previously that the high degree of segregation in the South as measured by the segregation index was due partially to the presence of the traditionally black institutions. Table 4 was constructed to test this assumption. It also demonstrates the importance of black institutions for black enrollment. Table 4 also shows the negative consequences of treating desegregation and black enrollment as two separate issues.

Table 4 About Here

Segregation indices and black enrollment percentages are shown in column 1 for all Southern institutions. The remaining columns in Table 4 report the S values and percent black enrollment for each level of higher education when private TBIs are eliminated, public TBIs are eliminated, and both private and public TBIs are eliminated. Because there are far fewer two-year TBIs in the South, the results in Table 4 are more striking for four-year colleges and at the graduate and professional levels.

When all four-year institutions are considered, S is 59.4. When the private four-year Southern institutions are removed, the segregation index value is reduced to 50.2, but with a 22 percent decline in black enrollment. When the public TBIs are removed, the S value is reduced from 59.4 to 9.6 but with a loss of 61.9 percent of the black enrollment in Southern

institutions.

The changes in segregation values and black enrollment are equally striking at the graduate and professional levels. For example, by removing all public and private graduate TBIs, the segregation index at the graduate level is reduced from 33.1 to 5.1 but at the expense of a 36 percent decline in black enrollment. Similarly, when all TBIs are removed at the professional level, the index value decreases from 40.2 to 2.2 but with a 50 percent loss in black professional student enrollment.

Table 4 demonstrates the critical role of the traditionally black institutions for black students and the importance of simultaneously evaluating higher educational desegregation and minority access. These results may be misleading to some extent because some of the black students in black colleges would gain access to majority white colleges and universities if black institutions became non-existent. However, given the current decreasing emphasis on affirmative action programs and the small percentage of black and other disadvantaged students who are able to gain access to white colleges (especially the more select institutions), these results may not be highly exaggerated.

Summary and Discussion

We have noted that there are distinct features of higher education which have major implications for desegregation and equality of educational opportunity in higher education. Some important characteristics that could not be addressed by our data are standardized tests and other admissions criteria which may also affect the access of minority groups to higher education. Therefore, appropriate data are needed to examine the impact of testing, financial aid and other admissions criteria on black-white

access to higher education.

Further research and richer data are also needed to explain the positive relationship that was systematically observed between segregation and black enrollment. We found that segregation was greatest at the two- and four-year college levels, where blacks had gained the greatest access. Conversely, segregation was lowest at the graduate and professional levels, where black enrollment was lowest. In other words, where black enrollment was high, segregation was high and where black enrollment was low, segregation was low. Thus, the problem of segregation or student racial isolation is greatest at the two-year and four-year college level, while the problem of black enrollment participation is most severe at the graduate and professional levels of higher education. Again, higher education admissions and testing requirements may also explain this finding. However, additional research questions need to be asked about the general positive relationship between black enrollment and segregation. For instance, to what extent can this relationship at the two- and four-year college levels be explained by demographic characteristics such as the racial composition of the residential locale of various community colleges, or by the number of Southern-born blacks who obtain their college training in the South? Similarly, to what extent can this relationship be explained by social-psychological factors such as the reluctance of white students to be in a majority black environment or by black students' preference to remain in a predominantly black educational environment?

Our finding in Table 2 which indicated that a high proportion of black and white students attend colleges and universities where their own race is in a majority further raises the question of whether the goal of desegregation

in higher education will be realistically achieved. Long-term systematic evaluation of desegregation progress in the Adams states and other state systems of higher education will be necessary to answer this question.

The results from our analysis of Southern institutions and particularly the traditionally black colleges also suggested that it is crucial that future research and policy studies simultaneously examine the progress of desegregation and minority access at various levels of higher education and in various types of institutions. We showed that one way to reduce higher educational segregation in the South was to eliminate the traditionally black colleges. At the same time, we noted that such an irrational policy would result in a substantial reduction in the current rate of black enrollment at all levels of higher education. Given the importance of these institutions for blacks, longitudinal research is needed to evaluate the long-term needs and progress of black colleges in the desegregation process. Finally, more research is needed to examine minority persistence in predominantly black and predominantly white institutions and other equity issues related to minority access and attainment in higher education.

Footnotes

1. The Adams case involved a class action suit filed by the NAACP Legal Defense Fund in 1969 because HEW was not enforcing Title VI of the 1964 Civil Rights Act which prohibited federal support to publicly segregated educational institutions. The charge was brought against ten states which were subsequently mandated by HEW to desegregate their institutions of higher education: Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania and Virginia. These states were not the only states in violation of Title VI at the time; however they were the states that were site visited and found in violation by HEW (Haynes, 1978).

2. The formula for the Segregation Index (S) has two equivalent forms:

$$S = \frac{\text{Percent White} - \text{Percent white in the school attended by average black student}}{(\text{Percent White})}$$

Or:

$$S = \frac{\text{Percent Black} - \text{Percent black in the school attended by average white student}}{(\text{Percent Black})}$$

The two formulas will yield the same value if blacks and whites are the only two groups in the population, and slightly different values if there are other small ethnic groups other than blacks and whites in the population. In this paper, we present an average of the two values based on the above formulae. The segregation index employed was selected because it does not share many of the biases of other familiar segregation indices which can produce misleading comparisons (Cortese et al., 1976). It is critical for purposes of present findings that values of the selected Segregation Index are not mathematically dependent on the racial proportions of students in a particular locality or at a given level of higher education. For proof of this property and other properties of the selected index, see Becker et al., 1978; Coleman et al., 1975;

and Zoloth, 1974.

3. It is important to keep in mind here and in the later discussion of the traditionally black institutions that our definition of a "segregated institution" is restricted to the statistical index employed. As a result, our criteria do not suggest or purport to offer an ideal or practical standard for classifying an institution as segregated or desegregated. Instead, our index indicates what the status of higher education segregation would be if the presently employed index were accepted as a policy definition of segregation.
4. The white-to-black population ratio in 1975 was 9.3:1 in the Northeast, 10.6:1 in the Midwest, 4.3:1 in the South, and 17.3:1 in the West, and 7.6:1 in the nation as a whole (U.S. Bureau of the Census, 1977, p. 31).
5. The traditionally black institutions (TBIs) are historically black institutions which were established between 50 and 100 years ago and which have since then retained a majority black enrollment. These institutions are different from the predominantly black institutions (PBIs) which were not historically black but which currently have predominantly black student bodies (Turner and Michael, 1978).

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Table 1

Black-White Enrollment Ratios and Segregation Indices for Full-Time Students in Higher Education, By Region and Higher Educational Level, 1976

Region[1] and Level	Percent Black	Percent Black in the school attended by the average White student	Percent White	Percent White in the school attended by the average Black student	Ratio White-Black Enrollment	Segregation Index
Nation						
Two-Year	13.3	8.9	76.4	51.2	5.7:1	33.0
Four-Year	9.1	5.5	84.4	50.7	9.2:1	40.4
Graduate	5.1	4.3	79.5	66.2	15.5:1	17.2
Professional	4.5	3.7	90.0	73.0	19.7:1	19.4
Northeast						
Two-Year	11.4	6.9	82.0	49.6	7.2:1	39.9
Four-Year	6.4	5.3	87.9	72.4	13.6:1	17.4
Graduate	4.0	3.8	80.8	77.4	20.1:1	4.6
Professional	4.3	4.2	91.5	88.0	21.0:1	4.2
Midwest						
Two-Year	13.4	6.8	83.1	41.6	6.2:1	50.0
Four-Year	6.6	5.6	89.9	75.6	13.5:1	15.5
Graduate	5.0	4.7	80.4	75.7	16.0:1	5.9
Professional	3.7	3.6	91.4	87.8	24.1:1	3.4
South						
Two-Year	19.5	15.5	71.4	56.6	3.6:1	20.8
Four-Year	16.5	6.7	78.4	31.9	4.8:1	59.4
Graduate	8.9	5.3	79.1	52.8	9.9:1	33.1
Professional	6.4	3.9	90.1	54.1	14.0:1	40.2
West						
Two-Year	8.5	6.0	72.7	51.2	8.6:1	30.1
Four-Year	3.7	3.3	81.2	72.8	21.8:1	10.6
Graduate	2.9	2.8	77.5	74.5	26.6:1	5.4
Professional	2.9	2.8	84.9	78.4	28.4:1	7.2

[1] Northeast (NE) = CT, ME, MA, NH, NJ, NY, PA, RI, VT
Midwest (MW) = IL, IN, LA, KS, MI, MN, MO, NE, ND, OH, SD, WI
South (S) = AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV
West (W) = AK, AZ, CA, CO, HI, ID, MT, NM, OR, UT, WA, WY

Table 2

Percentage Distributions of Full-Time Black and White Students in Higher Education Institutions With Different Racial Compositions, By Region and Higher Educational Level, 1976

Region and Level	Percent of Black Students Attending School Where Enrollment Composition is:				Number of Black Students	Percent of White Students Attending School Where Enrollment Composition is:				Number of White Students
	0-9% White	0-24% White	0-49% White	50-100% White		0-9% Black	0-24% Black	0-49% Black	50-100% Black	
Nation										
Two-Year	14.0	26.9	43.8	56.2	210,427	70.0	93.4	98.8	1.2	1,204,105
Four-Year	35.5	38.8	42.5	57.5	394,719	86.6	98.8	99.8	0.2	3,627,184
Graduate	12.8	14.8	18.4	81.6	22,084	92.2	99.6	99.9	0.0	341,971
Professional	8.5	18.4	20.6	79.4	10,029	97.8	99.8	99.8	0.2	198,015
Northeast										
Two-Year	2.5	30.2	53.1	46.8	36,172	81.9	95.8	98.8	1.2	260,155
Four-Year	4.3	6.8	17.6	82.4	66,764	88.3	98.8	99.9	0.1	906,349
Graduate	0.0	0.0	4.3	95.7	4,134	97.0	99.7	100.0	0.0	83.201
Professional	0.0	0.0	0.7	99.3	2,195	94.9	100.0	100.0	0.0	46,035
Midwest										
Two-Year	30.8	41.6	58.3	41.7	45,470	80.1	97.0	98.3	1.7	280,003
Four-Year	4.6	10.2	12.8	87.2	80,555	87.4	98.0	99.9	0.1	1,085,975
Graduate	0.0	0.0	5.3	94.7	5,923	90.8	99.4	99.9	0.1	94,601
Professional	0.1	0.5	0.5	99.5	2,648	98.5	100.0	100.0	0.0	63,881
South										
Two-Year	11.8	18.1	34.4	65.6	89,343	41.3	84.6	98.1	1.9	326,327
Four-Year	60.7	63.7	64.4	35.5	220,388	79.9	99.3	99.6	0.4	1,046,936
Graduate	30.3	35.0	38.1	61.9	9,322	85.8	99.3	99.7	0.3	92,488
Professional	20.6	44.6	49.5	50.5	4,108	98.8	99.2	99.2	0.8	57,488
West										
Two-Year	10.5	26.9	39.7	60.3	39,422	80.2	97.1	99.7	0.3	337,620
Four-Year	0.0	0.5	13.1	86.9	27,012	94.7	99.7	100.0	0.0	587,924
Graduate	0.0	0.1	0.5	99.5	2,696	96.8	100.0	100.0	0.0	71,681
Professional	0.0	0.0	0.0	100.0	1,078	99.0	100.0	100.0	0.0	30,611

Table 3

Segregation Indices for State Higher Education Enrollments, By Level, 1976

Northeast					Midwest					South					West				
State	2-Yr	4-Yr	Grad	Prof	State	2-Yr	4-Yr	Grad	Prof	State	2-Yr	4-Yr	Grad	Prof	State	2-Yr	4-Yr	Grad	Prof
CT	19.6	0.8	0.3	2.6	IL	65.2	17.0	9.6	4.1	AL	33.0	65.6	26.9	40.9	AK	0.0	5.9	1.5	--
ME	0.4	1.2	0.0	0.0	IN	7.4	4.2	0.3	5.2	AR	28.8	39.4	7.3	1.6	AZ	4.1	0.1	0.5	0.6
MA	26.3	4.6	0.4	3.7	LA	0.6	2.8	2.2	4.8	DC	0.0	77.4	60.8	51.1	CA	30.1	9.6	2.0	5.4
NH	0.0	8.7	1.2	0.0	KS	11.8	2.6	0.8	2.0	DE	9.6	44.8	0.0	--	CO	21.3	5.8	0.8	5.3
NJ	38.8	4.2	0.6	5.2	MI	53.1	16.6	3.8	3.0	FL	7.2	47.2	9.3	2.6	HI	1.2	0.0	0.2	0.0
NY	41.2	21.4	6.0	3.2	MN	0.2	0.8	0.1	4.1	GA	22.7	63.4	43.4	59.2	ID	0.2	1.0	1.0	0.0
PA	38.4	21.4	0.2	2.4	MO	32.8	15.3	0.2	2.6	KY	0.4	21.0	2.5	0.0	MT	0.8	5.6	0.2	0.0
RI	0.0	3.1	1.0	0.0	NE	9.7	3.2	1.4	1.0	LA	31.4	56.6	40.6	40.6	NV	6.6	3.0	0.1	--
VT	1.9	5.0	4.0	0.0	ND	0.6	0.4	0.2	0.2	MD	46.2	51.7	27.8	1.4	NM	6.6	3.0	9.4	0.0
					OH	36.6	15.8	5.2	5.7	MS	37.6	69.6	63.4	0.3	OR	0.7	4.9	0.4	0.1
					SD	0.2	3.9	0.6	0.0	NC	14.2	74.0	32.3	17.2	VT	0.1	1.3	0.8	0.9
					WI	16.2	1.2	0.0	0.6	OK	6.2	24.5	0.8	0.0	WA	13.7	3.5	0.4	5.8
										SC	14.9	62.5	45.4	1.2	WY	0.8	0.0	0.0	0.0
										TN	39.0	49.4	26.9	70.4					
										TX	9.1	51.3	32.7	34.6					
										VA	20.8	74.4	34.2	1.6					
										WV	4.9	7.8	0.2	0.0					

Table 4

Segregation Indices and Black Enrollment for Subsets of Southern Institutions of Higher Education, By Higher Educational Level, 1976

Level		All Southern Institutions	All Private TBI	All Public TBI	Private and Public TBI
Two-Yr. Undergrad.	Seg. Index	20.8	15.2	19.2	15.2
	Black Enroll.	89,343	87,092	84,011	81,760
	% Black Loss		2.5	6.0	8.4
Four-Yr. Undergrad.	Seg. Index	59.4	50.2	39.6	9.6
	Black Enroll.	220,388	171,694	132,687	83,993
	% Black Loss		22.1	39.8	61.9
Graduate Students	Seg. Index	33.1	23.6	20.4	5.1
	Black Enroll.	9,322	7,894	7,389	5,961
	% Black Loss		15.3	20.7	36.0
Professional Students	Seg. Index	40.2	12.3	37.1	2.2
	Black Enroll.	4,108	2,437	3,747	2,076
	% Black Loss		40.7	8.8	49.5